



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

811 N 13th Street, Phoenix, AZ 85006

Phoenix Elementary District

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06 Performing  
2004-05 Performing  
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06 Not Met  
2004-05 Met  
2003-04 Met

#### School Improvement Status (b)

2005-06 Warning Year  
2004-05 N/A  
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### School Overview

Principal/Administrator : Dr. Teresa Covarrubias  
Schedule : 08:00 AM to 04:00 PM  
Grades : Pre-K-6  
Web Address : [www.phxelem.k12.az.us](http://www.phxelem.k12.az.us)  
Phone Number : (602) 257-3863  
Fax Number : (602) 257-4866  
E-mail : [Teresa.covarrubias@phxelem.k12.az.us](mailto:Teresa.covarrubias@phxelem.k12.az.us)

### Mission

We dedicate ourselves to high expectations for all, in academic and social endeavors. Students will acquire a multicultural academic education. Garfield School provides a safe and positive environment in which students can become lifelong learners.

### School / Academic Goals

- ü The percentage of students in the third and fifth grades, respectfully, who enrolled at Garfield School at the beginning of school year, who meet the Arizona State Standards as measured by Dual Purpose Assessment, will increase by 10% in writing.
- ü The percentage of students in the third and fifth grades, respectfully, who enrolled at Garfield School at the beginning of the school year, who meet the Arizona State Standards as measured by Dual Purpose Assessment, will increase by 10% in reading.
- ü The percentage of students in the third and fifth grades, respectfully, who enrolled at Garfield School at the beginning of the school year, who meet the Arizona State Standards as measured by Dual Purpose Assessment, will increase by 10% in math.

### Enrollment

October 1, 2005 School Year Student Enrollment : 487  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 161

## Instructional Programs

- ü At-risk Preschool/Standard Based Curr.
- ü Full-Day Kindergarten
- ü Computer Lab
- ü On-site Special Education
- ü PEER Before & After School Program
- ü Tutoring Program

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/8/2005
Last Day of School :	6/9/2006

## Shared Responsibilities

### School

Garfield School is a public school that provides all the necessities for a quality education at no cost to the parents.

### Parents

Parents are expected to have their children in school daily at the scheduled time, to have their children properly dressed and to maintain health records.

## Transportation Policy

Special education students whose handicapping conditions require transportation, as indicated in their Individual Education Programs, are provided transportation to school by the District.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Phoenix Midtown Student of the Month Award	2004
ü Writing/Art Award	2003
ü Maricopa Probation Department Family Literacy Grant	2004
ü AZ State Library LSTA Garfield Family Library Project	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	55	875	80010	95	98	99	434	431	447	11	16	10	27	26	18	53	48	53	9	10	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	429	38935	100	98	99	441	431	447	4	15	9	28	26	19	60	49	55	8	9	17
Male	30	446	40974	91	99	98	429	431	448	17	17	11	27	26	18	47	47	52	10	10	19
African American	--	50	4201	--	100	99	--	429	430	--	16	17	--	34	23	--	36	51	--	14	9
Hispanic	53	774	34545	95	99	99	435	430	432	11	17	14	26	26	24	53	49	53	9	9	9
Asian/Pacific Islander	--	NC	2068	--	NC	99	--	NC	474	--	NC	4	--	NC	10	--	NC	50	--	NC	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	--	39	35142	--	95	99	--	457	465	--	5	5	--	23	11	--	49	56	--	23	28
Students with Disabilities	10	114	10161	77	91	93	NA	399	419	NA	42	28	NA	34	28	NA	21	36	NA	3	8
Students without Disabilities	45	761	69849	100	100	100	442	435	451	7	12	7	24	25	17	58	52	56	11	11	19
Limited English Proficient Students	24	338	14013	89	96	97	415	413	413	21	27	24	42	33	34	33	36	39	4	4	3
Migrant Students	NC	NC	603	NC	NC	96	NC	NC	417	NC	NC	22	NC	NC	32	NC	NC	42	NC	NC	4
Economically Disadvantaged	NC	NC	39029	NC	NC	98	NC	NC	432	NC	NC	14	NC	NC	25	NC	NC	52	NC	NC	9
Non-Economically Disadvantaged	54	867	40981	95	98	100	433	431	462	11	16	6	28	26	13	54	48	54	7	10	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	55	876	79438	95	99	98	430	432	451	13	15	9	38	34	24	45	48	56	4	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	429	38775	100	98	99	434	436	457	8	12	7	40	32	22	48	51	58	4	5	13
Male	30	447	40560	91	100	97	427	428	446	17	17	12	37	35	25	43	45	54	3	4	9
African American	--	50	4178	--	100	98	--	437	439	--	10	13	--	32	29	--	52	52	--	6	6
Hispanic	53	775	34297	95	99	98	430	431	434	13	15	14	38	34	31	45	48	50	4	3	5
Asian/Pacific Islander	--	NC	2063	--	NC	99	--	NC	475	--	NC	3	--	NC	15	--	NC	63	--	NC	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	--	39	34887	--	95	98	--	457	471	--	10	4	--	33	15	--	36	63	--	21	18
Students with Disabilities	10	115	9588	77	92	88	NA	390	416	NA	45	30	NA	38	32	NA	16	34	NA	1	5
Students without Disabilities	45	761	69850	100	100	100	438	438	456	9	10	7	33	33	23	53	52	59	4	5	12
Limited English Proficient Students	24	339	13856	89	96	96	407	410	407	21	26	27	58	41	43	21	32	29	NA	1	1
Migrant Students	NC	NC	600	NC	NC	96	NC	NC	418	NC	NC	22	NC	NC	38	NC	NC	39	NC	NC	2
Economically Disadvantaged	NC	NC	38685	NC	NC	97	NC	NC	435	NC	NC	14	NC	NC	32	NC	NC	50	NC	NC	5
Non-Economically Disadvantaged	54	868	40753	95	99	99	429	432	467	13	14	5	39	34	16	44	48	62	4	4	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	55	854	79971	95	96	99	393	403	423	13	10	8	51	52	41	36	37	49	NA	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	425	38974	100	97	99	410	415	437	8	7	5	48	48	33	44	44	57	NA	1	4
Male	30	429	40895	91	96	98	379	392	410	17	12	10	53	57	47	30	30	41	NA	1	2
African American	--	49	4203	--	98	99	--	419	411	--	2	11	--	55	45	--	43	43	--	NA	2
Hispanic	53	756	34481	95	96	99	393	401	410	13	11	10	49	52	46	38	37	43	NA	1	1
Asian/Pacific Islander	--	NC	2067	--	NC	99	--	NC	449	--	NC	4	--	NC	28	--	NC	60	--	NC	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	--	37	35150	--	90	99	--	433	437	--	NA	5	--	54	35	--	38	56	--	8	5
Students with Disabilities	10	110	10258	77	88	94	NA	350	377	NA	28	23	NA	61	51	NA	10	25	NA	1	1
Students without Disabilities	45	744	69713	100	97	100	408	411	429	7	7	5	51	51	39	42	41	52	NA	1	3
Limited English Proficient Students	24	329	13985	89	93	97	369	378	382	21	19	18	63	55	54	17	27	27	NA	NA	0
Migrant Students	NC	NC	608	NC	NC	97	NC	NC	389	NC	NC	16	NC	NC	50	NC	NC	33	NC	NC	0
Economically Disadvantaged	NC	NC	38994	NC	NC	98	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	41	NC	NC	1
Non-Economically Disadvantaged	54	848	40977	95	96	100	394	403	437	13	10	5	50	52	34	37	37	56	NA	1	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	841	80147	97	97	99	453	456	482	18	19	11	27	25	17	53	48	49	1	7	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	426	39281	100	98	99	454	458	483	17	17	9	28	27	17	54	50	50	NA	7	24
Male	31	415	40780	94	96	98	450	454	482	19	22	12	26	24	17	52	46	48	3	8	24
African American	NC	55	4249	NC	95	99	NC	457	464	NC	22	17	NC	25	22	NC	44	48	NC	9	13
Hispanic	76	721	33494	97	97	99	452	454	466	18	20	15	28	26	23	53	46	49	1	7	14
Asian/Pacific Islander	--	NC	2103	--	NC	99	--	NC	515	--	NC	4	--	NC	8	--	NC	44	--	NC	45
American Indian/Alaskan Native	--	19	4117	--	100	96	--	462	456	--	5	19	--	26	27	--	63	46	--	5	8
White	--	42	36122	--	100	99	--	487	501	--	7	5	--	12	10	--	67	50	--	14	35
Students with Disabilities	NC	127	10295	NC	91	92	NC	417	443	NC	51	33	NC	30	26	NC	18	33	NC	1	8
Students without Disabilities	70	714	69852	100	98	100	457	463	488	14	14	7	26	25	16	59	53	51	1	9	26
Limited English Proficient Students	53	318	12722	96	96	97	444	434	441	19	33	27	38	32	33	42	33	37	2	1	3
Migrant Students	NC	NC	622	NC	NC	97	NC	NC	454	NC	NC	19	NC	NC	30	NC	NC	43	NC	NC	8
Economically Disadvantaged	NC	13	38371	NC	100	97	NC	438	465	NC	31	15	NC	38	23	NC	31	49	NC	NA	13
Non-Economically Disadvantaged	74	828	41776	97	97	100	453	456	498	18	19	6	28	25	11	53	48	49	1	8	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	841	79686	99	97	98	431	446	470	24	19	11	44	36	24	32	43	57	NA	2	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	428	39163	100	99	99	436	452	475	17	13	9	46	37	22	37	48	60	NA	2	10
Male	32	413	40438	97	95	97	424	439	465	34	25	13	41	35	25	25	38	54	NA	2	7
African American	NC	56	4228	NC	97	98	NC	447	458	NC	20	15	NC	30	28	NC	45	53	NC	5	4
Hispanic	77	719	33299	99	97	98	430	443	452	25	20	17	44	38	32	31	41	47	NA	1	3
Asian/Pacific Islander	--	NC	2097	--	NC	99	--	NC	490	--	NC	5	--	NC	13	--	NC	68	--	NC	14
American Indian/Alaskan Native	--	19	4087	--	100	96	--	458	446	--	NA	16	--	37	38	--	63	44	--	NA	2
White	--	43	35914	--	100	98	--	488	489	--	7	5	--	12	15	--	70	67	--	12	14
Students with Disabilities	NC	127	9808	NC	91	87	NC	407	432	NC	51	35	NC	38	32	NC	11	30	NC	NA	3
Students without Disabilities	70	714	69878	100	98	100	435	452	475	20	13	8	44	35	23	36	49	61	NA	3	9
Limited English Proficient Students	54	316	12594	98	95	96	424	419	422	30	36	34	48	46	45	22	19	21	NA	NA	0
Migrant Students	NC	NC	611	NC	NC	95	NC	NC	439	NC	NC	22	NC	NC	39	NC	NC	37	NC	NC	2
Economically Disadvantaged	NC	13	38095	NC	100	97	NC	427	452	NC	23	17	NC	38	32	NC	38	48	NC	NA	3
Non-Economically Disadvantaged	75	828	41591	99	97	99	431	446	486	24	19	6	44	36	16	32	43	65	NA	2	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	844	80372	99	97	99	462	457	475	6	9	4	37	35	30	56	55	64	NA	0	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	426	39452	100	98	99	473	470	488	4	5	3	30	28	22	65	66	72	NA	1	3
Male	32	418	40836	97	96	98	447	443	464	9	12	6	47	43	37	44	44	56	NA	NA	1
African American	NC	55	4264	NC	95	99	NC	461	465	NC	7	5	NC	29	35	NC	64	59	NC	NA	1
Hispanic	77	724	33608	99	97	99	462	455	462	6	9	6	38	36	36	56	54	57	NA	0	1
Asian/Pacific Islander	--	NC	2098	--	NC	99	--	NC	500	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	--	19	4128	--	100	97	--	460	464	--	11	4	--	21	39	--	68	56	--	NA	1
White	--	42	36213	--	100	99	--	476	489	--	5	2	--	36	22	--	57	72	--	2	3
Students with Disabilities	NC	133	10526	NC	96	94	NC	403	427	NC	26	15	NC	55	53	NC	19	31	NC	NA	1
Students without Disabilities	70	711	69846	100	98	100	467	466	482	6	5	3	34	32	26	60	62	69	NA	1	2
Limited English Proficient Students	54	318	12747	98	96	97	450	431	432	9	15	12	43	50	52	48	34	36	NA	0	0
Migrant Students	NC	NC	621	NC	NC	97	NC	NC	452	NC	NC	9	NC	NC	40	NC	NC	51	NC	NC	0
Economically Disadvantaged	NC	13	38521	NC	100	98	NC	409	461	NC	15	6	NC	62	38	NC	23	55	NC	NA	1
Non-Economically Disadvantaged	75	831	41851	99	97	100	462	458	489	7	9	3	36	35	22	57	56	72	NA	0	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	65	880	79306	94	99	99	475	479	504	18	21	13	38	29	20	37	43	49	6	7	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	447	38845	100	100	99	477	481	505	18	19	11	41	30	20	35	45	50	6	6	18
Male	31	433	40383	89	98	98	473	477	504	19	24	14	35	28	19	39	40	47	6	8	19
African American	--	51	4171	--	98	98	--	478	485	--	20	20	--	37	26	--	37	44	--	6	10
Hispanic	63	746	32673	94	99	99	474	476	487	19	23	18	40	30	25	35	42	46	6	5	10
Asian/Pacific Islander	--	NC	2147	--	NC	99	--	NC	539	--	NC	5	--	NC	10	--	NC	46	--	NC	40
American Indian/Alaskan Native	NC	20	4034	NC	100	97	NC	484	479	NC	15	22	NC	35	29	NC	45	43	NC	5	7
White	NC	56	36234	NC	98	99	NC	518	523	NC	4	6	NC	9	13	NC	61	52	NC	27	28
Students with Disabilities	NC	125	10286	NC	91	91	NC	443	462	NC	58	41	NC	26	27	NC	14	27	NC	2	5
Students without Disabilities	58	755	69020	100	100	100	480	485	510	12	15	9	43	30	18	38	47	52	7	8	21
Limited English Proficient Students	25	299	10291	89	97	96	456	456	458	36	37	38	40	37	34	24	25	26	NA	1	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	NC	16	37437	NC	100	97	NC	483	486	NC	25	19	NC	19	26	NC	44	46	NC	13	9
Non-Economically Disadvantaged	62	864	41869	94	99	100	476	479	521	18	21	7	39	29	14	37	43	51	6	7	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	66	882	79000	96	99	98	464	468	489	14	17	10	42	33	24	44	48	58	NA	2	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	448	38774	100	100	99	467	473	494	12	15	7	44	29	22	44	54	61	NA	2	10
Male	32	434	40150	91	98	98	460	462	485	16	21	12	41	36	25	44	41	55	NA	2	8
African American	--	51	4153	--	98	98	--	474	476	--	10	13	--	33	30	--	57	53	--	NA	4
Hispanic	64	748	32508	96	99	98	462	464	472	14	19	15	44	35	33	42	45	49	NA	1	3
Asian/Pacific Islander	--	NC	2142	--	NC	99	--	NC	510	--	NC	4	--	NC	14	--	NC	67	--	NC	16
American Indian/Alaskan Native	NC	20	4016	NC	100	96	NC	468	467	NC	20	14	NC	20	37	NC	60	46	NC	NA	2
White	NC	56	36135	NC	98	98	NC	512	508	NC	4	4	NC	13	14	NC	73	67	NC	11	15
Students with Disabilities	NC	126	9991	NC	92	88	NC	429	449	NC	56	33	NC	28	36	NC	14	29	NC	2	2
Students without Disabilities	58	756	69009	100	100	100	469	474	495	5	11	6	47	34	22	48	53	62	NA	2	10
Limited English Proficient Students	25	300	10199	89	98	95	439	439	439	28	36	35	56	43	47	16	21	18	NA	NA	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	NC	16	37234	NC	100	97	NC	464	472	NC	25	15	NC	31	33	NC	44	50	NC	NA	3
Non-Economically Disadvantaged	63	866	41766	95	99	99	464	468	505	13	17	5	43	33	16	44	48	65	NA	2	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	66	881	79611	96	99	99	477	470	496	15	13	7	32	48	37	53	38	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	447	39016	100	100	99	495	486	511	12	9	4	24	42	29	65	48	66	NA	0	1
Male	32	434	40519	91	98	98	458	453	482	19	18	10	41	55	44	41	28	46	NA	NA	0
African American	--	51	4188	--	98	98	--	495	486	--	6	9	--	49	40	--	43	50	--	2	0
Hispanic	64	750	32855	96	100	99	477	465	481	16	15	10	31	49	43	53	36	47	NA	NA	0
Asian/Pacific Islander	--	NC	2149	--	NC	100	--	NC	519	--	NC	4	--	NC	24	--	NC	70	--	NC	2
American Indian/Alaskan Native	NC	19	3992	NC	95	96	NC	496	478	NC	NA	10	NC	53	46	NC	47	44	NC	NA	0
White	NC	54	36380	NC	95	99	NC	499	511	NC	6	4	NC	43	30	NC	52	65	NC	NA	1
Students with Disabilities	NC	127	10664	NC	93	94	NC	400	440	NC	46	23	NC	48	54	NC	6	22	NC	NA	1
Students without Disabilities	58	754	68947	100	100	100	494	481	504	7	8	4	33	48	34	60	44	61	NA	0	1
Limited English Proficient Students	25	300	10362	89	98	97	422	430	438	36	28	22	40	54	57	24	18	21	NA	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	NC	16	37626	NC	100	98	NC	473	479	NC	13	10	NC	31	45	NC	56	45	NC	NA	0
Non-Economically Disadvantaged	63	865	41985	95	99	100	480	470	511	14	13	4	33	49	30	52	38	65	NA	0	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	52	773	79327	93	97	98	479	498	518	38	28	19	31	25	20	29	38	46	2	9	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	379	38961	96	97	98	478	503	520	36	22	16	40	30	20	20	40	48	4	9	16
Male	27	394	40295	90	98	97	479	493	516	41	34	21	22	21	19	37	37	44	NA	8	16
African American	NC	51	4247	NC	98	98	NC	498	499	NC	25	27	NC	31	24	NC	33	41	NC	10	8
Hispanic	49	668	32327	94	97	98	477	496	499	41	28	27	31	26	25	27	38	41	2	7	8
Asian/Pacific Islander	--	NC	1939	--	NC	99	--	NC	556	--	NC	6	--	NC	10	--	NC	47	--	NC	36
American Indian/Alaskan Native	--	16	4391	--	100	96	--	489	489	--	38	32	--	13	27	--	50	36	--	NA	4
White	NC	34	36373	NC	100	98	NC	531	538	NC	15	10	NC	21	14	NC	38	52	NC	26	25
Students with Disabilities	NC	106	9321	NC	85	87	NC	450	467	NC	71	54	NC	17	22	NC	11	21	NC	1	3
Students without Disabilities	44	667	70006	100	100	100	485	505	524	32	21	14	34	27	19	32	42	49	2	10	18
Limited English Proficient Students	22	213	9431	92	94	95	462	469	466	59	50	53	18	24	27	23	24	18	NA	1	1
Migrant Students	NC	NC	635	NC	NC	94	NC	NC	488	NC	NC	31	NC	NC	29	NC	NC	36	NC	NC	4
Economically Disadvantaged	NC	12	37097	NC	92	97	NC	482	498	NC	33	27	NC	42	25	NC	17	41	NC	8	7
Non-Economically Disadvantaged	51	761	42230	93	98	99	476	498	535	39	28	11	31	25	15	29	39	50	NA	9	24

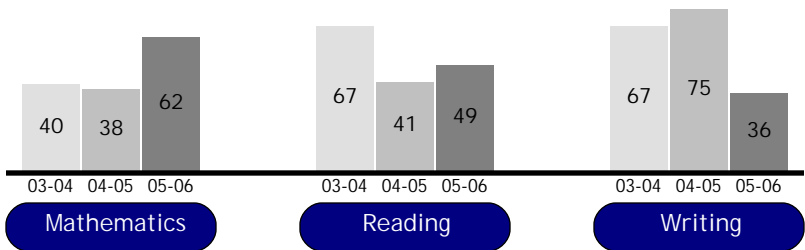
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	54	782	79501	96	99	98	464	476	497	22	19	10	43	31	25	35	48	60	NA	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	385	39062	100	99	99	464	484	502	22	14	8	48	31	23	30	52	64	NA	3	5
Male	27	397	40368	90	98	98	464	469	491	22	24	13	37	32	27	41	44	57	NA	1	3
African American	NC	52	4279	NC	100	99	NC	478	485	NC	19	14	NC	27	30	NC	52	54	NC	2	2
Hispanic	50	676	32389	96	98	98	462	474	478	22	20	16	46	32	34	32	47	48	NA	1	1
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	519	--	NC	3	--	NC	14	--	NC	73	--	NC	9
American Indian/Alaskan Native	--	16	4401	--	100	96	--	483	473	--	13	17	--	31	40	--	56	43	--	NA	1
White	NC	34	36446	NC	100	99	NC	512	516	NC	9	4	NC	18	15	NC	59	73	NC	15	7
Students with Disabilities	10	113	9411	77	91	88	NA	432	453	NA	61	36	NA	23	36	NA	16	26	NA	NA	1
Students without Disabilities	44	669	70090	100	100	100	472	483	502	9	12	7	52	33	24	39	53	65	NA	2	5
Limited English Proficient Students	22	219	9401	92	96	94	451	445	443	32	38	40	45	44	46	23	18	14	NA	NA	0
Migrant Students	NC	NC	642	NC	NC	95	NC	NC	465	NC	NC	24	NC	NC	41	NC	NC	35	NC	NC	0
Economically Disadvantaged	NC	12	37183	NC	92	97	NC	464	479	NC	33	16	NC	33	34	NC	33	49	NC	NA	1
Non-Economically Disadvantaged	53	770	42318	96	99	99	463	476	513	23	19	5	43	31	17	34	48	70	NA	2	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	53	778	80000	95	98	99	526	540	564	8	6	3	26	18	11	60	70	75	6	7	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	384	39288	100	99	99	528	559	579	11	5	2	19	9	6	63	76	77	7	10	16
Male	26	394	40644	87	98	98	525	522	549	4	6	4	35	26	15	58	64	74	4	3	7
African American	NC	52	4307	NC	100	99	NC	548	551	NC	10	4	NC	6	13	NC	75	75	NC	10	7
Hispanic	50	674	32672	96	98	99	528	538	548	6	6	4	28	19	14	60	70	76	6	6	6
Asian/Pacific Islander	--	NC	1945	--	NC	99	--	NC	592	--	NC	1	--	NC	4	--	NC	69	--	NC	25
American Indian/Alaskan Native	--	16	4424	--	100	97	--	544	549	--	6	3	--	13	14	--	69	77	--	13	5
White	NC	32	36602	NC	97	99	NC	568	579	NC	NA	2	NC	13	7	NC	72	75	NC	16	16
Students with Disabilities	NC	116	9919	NC	94	93	NC	472	505	NC	17	9	NC	47	35	NC	35	54	NC	1	2
Students without Disabilities	44	662	70081	100	99	100	545	552	571	2	4	2	23	13	7	68	76	79	7	8	12
Limited English Proficient Students	22	216	9571	92	95	96	504	496	502	5	12	10	50	31	29	41	56	60	5	0	1
Migrant Students	NC	NC	654	NC	NC	97	NC	NC	534	NC	NC	7	NC	NC	16	NC	NC	74	NC	NC	3
Economically Disadvantaged	NC	12	37534	NC	92	98	NC	554	547	NC	NA	4	NC	17	15	NC	83	76	NC	NA	5
Non-Economically Disadvantaged	52	766	42466	95	98	100	525	540	578	8	6	2	27	18	7	60	70	75	6	7	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

## ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	99	26	NA	58	100	31	36	47	100	20	34	46
	Language	100	14	41	50	100	37	39	47	100	32	43	48
	Mathematics	100	45	57	64	100	34	39	50	100	34	44	52
3	Reading	100	32	NA	55	100	28	32	44	95	25	28	46
	Language	100	44	56	61	100	30	35	44	95	28	34	46
	Mathematics	100	34	51	61	100	29	39	51	95	35	37	52
4	Reading	94	23	NA	56	95	32	37	48	99	25	34	52
	Language	96	26	43	52	95	31	38	49	99	32	37	52
	Mathematics	96	24	44	61	95	38	38	53	97	35	39	58
5	Reading	99	27	NA	55	100	35	39	50	96	37	39	56
	Language	100	33	40	49	100	31	39	50	96	32	39	54
	Mathematics	99	39	48	63	100	25	35	49	94	30	34	52
6	Reading	91	31	NA	56	100	42	42	51	96	35	43	56
	Language	92	26	38	48	100	42	38	47	96	32	39	50
	Mathematics	92	38	55	66	100	41	40	52	93	30	43	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

## School Site Council

## Council Composition

- 1 School Administrator(s)
- 0 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

## Council Duties

- Ü Monitoring of Student Progress
- Ü Safe and Orderly Environment
- Ü High Expectations
- Ü Student Time on Task
- Ü Clear and Focused Mission
- Ü Positive Home = School Relations

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	23.50
Other Professional Staff	4.00	Teacher Aide	7.50

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	0	0	0
4 to 6 years	1	5	0	0
7 to 9 years	3	2	0	0
10 or more years	5	9	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	22
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Highly Qualified Teachers	18%

## Resources Available at School Site

## Special Facilities

- Ü Computer Lab
- Ü Media Center
- Ü Garfield Family Literacy Center
- Ü Multipurpose Room

## Extracurricular Activities

- Ü Cub Scouts
- Ü Student Council
- Ü Health/Fitness/Nutrition
- Ü After School Sports Program
- Ü Tutorials
- Ü PEER Before & After School Program

## Social Services

- Ü Family Literacy ESL Classes
- Ü Gleaning
- Ü Community Resource Program
- Ü Parent Education Classes
- Ü Health Programs
- Ü Parent Literacy Nights

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

ü Staff inservice is aligned to reading, writing and math School Improvement Plan goals.

Professional development includes: data analysis, reading standards and math standards.

ü Preschool is accredited by NAEYC.

Garfield School has received Library funds to add to its book inventory and remodel the Media Center.

ü The Garfield School Improvement Plan was approved and Garfield is now a performing school.

ü Garfield School was awarded a Technology Grant. This allowed the school to develop a computer lab. The school staff has received inservice in technology as a means to increase student academic achievement. We were awarded a 2nd technology grant.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Promotion Rate <sup>5</sup>	92	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

### School-level Efforts to Ensure a Safe and Healthy Learning Environment

There is parental involvement in the school discipline process. Parents attend conferences with school personnel in regards to student behavior. Options are then discussed to provide solutions to correct student behavior. A Safe and Orderly Environment staff committee continuously reviews school discipline procedures.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Teresa Covarrubias	(602) 257-3863
Transportation Policy	Mike Fisher	(602) 257-3794
Community Resources	Maria Dean	(602) 257-3863
School Nutrition Programs	Gloria Garcia	(602) 257-3863
Parent Organization	Office	(602) 257-3863
Student Health/Nurse	Diana Walker	(602) 257-3863

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

## DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

## Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

## Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

## Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

## Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

## Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 100 Copies = \$39.00

\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.